



2100.40: COORDINATOR OF EARLY CHILDHOOD

Reports to: Director of Special Education

General Summary: Assists in the design, development and delivery of early childhood programs. The Coordinator assists the Director of Special Education/Director of Early Childhood and Elementary Education, with staffing, budgeting, data collection and reporting, staff development, and program implementation and evaluation for identified/programs.

Performance Responsibilities:

- I. Collaborates with administrators and staff to provide leadership and support to programs for students, birth through age 5 for identified buildings/levels/special education programs. (10%)
- II. Assists in the coordination and implementation of Multi-Disciplinary and Individualized Family Service Plans/Individual Education Plan procedures, assuring that processes result in appropriate programs and placement options for students with disabilities at identified buildings/levels/special education programs. (10%)
- III. Conducts reviews of assigned special education documents so as to ensure compliance with district procedures, state, and federal laws. (2%)
- IV. Assists building staff with the identification and implementation of scientific, research-based instructional interventions, service delivery models, specialized materials and other appropriate supports for students with disabilities to enable them to progress in the District adopted curriculum and meet district and state standards. (10%)

V. Assists with maintaining a continuum of service delivery options for students with disabilities in the least restrictive environment, including the provision of related services as appropriate. (12%)

VI. Is responsible for ensuring program and level transition processes, transportation, extended school year/continuous year services, and Child Find for students at identified buildings/levels/special education programs. (7%)

VII. Collaborates with building and district administrators, other coordinators, and District Level Leaders as necessary to provide a staff development program for staff (certificated and classified) at identified buildings/levels/programs. (5%)

VIII. Assists in communicating with parents and staff members regarding evaluation, programming, placement, services and rights of students with disabilities. (5%)

IX. Assists with the recruitment, selection, and evaluation of staff at identified buildings/levels/special education programs. (5%)

X. Assists in the preparation of federal, state and local reports under the direction of the Director of Special Education/Director of Early Childhood and Elementary Education. (5%)

XI. Assists the Director of Special Education/Director of Early Childhood and Elementary Education with grant coordination, budget development and implementation for identified buildings/levels/programs. (5%)

XII. Assists with the implementation of data collection processes and assists in verifying data accuracy using available technology. (5%)

XIII. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences. (2%)

XIV. Assumes other responsibilities as delegated and assigned. (3%)

XV. Assists in the preparation of federal, state and local reports related to Title I to ensure compliance with state and federal rules and regulations. (5%)

XVI. Collaborates with the Director of Special Education/Director of Early Childhood and Elementary Education and Curriculum and Instruction MEP Facilitator for Early Childhood to provide leadership and ensure compliance with district procedures, state, and federal laws. (9%)

Qualifications:

1. Education Level: A six-year educational specialist degree is preferred. A master's degree from an approved institution with a major in special education is required.
2. Certification or Licensure: Appropriate Nebraska Administrative Certificate.
3. Experience Desired: Four years of successful teaching experience in the area of special education.
4. Other Requirements: Experience and leadership abilities in appropriate facets of school administration; sensitivity to the needs and objectives of the District.

Special Requirements:

		1 - 32%	33 - 66%	67% +
1.	Standing	x		
2.	Walking		x	
3.	Sitting		x	
4.	Lifting <u>25</u> lb max.	x		
5.	Carrying <u>50</u> feet	x		
6.	Pushing / Pulling	x		
7.	Climbing / Balancing	x		
8.	Stooping / Kneeling / Crouching / Crawling	x		
9.	Reaching / Handling	x		
10.	Speaking / Hearing			x
11.	Seeing / Depth Perception / Color		x	

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the Superintendent.

Date of Adoption

August 5, 2000

Date of Revision

March 7, 2005

September 4, 2007

May 5, 2008

September 15, 2008

September 21, 2009

February 6, 2012

August 1, 2016

April 15, 2024